



Fact sheet

Individual Behaviour Support Plan

An **Individual Behaviour Support Plan** documents the evidence based, proactive and positive behaviour supports implemented by school staff to shape and promote productive student behaviours. They are typically developed as a structured, systemic response to assist students with complex behaviours or unproductive behaviours which are frequent and or intense.

A range of theoretical models, approaches and strategies exist to support the development of productive, prosocial student behaviours. **Individual Behaviour Support Plans** may reflect the diversity of behavioural theory and practice. They aim to increase a student's understanding and demonstration of the productive, prosocial behaviours which are required for successful learning and participation in the school community.

Key information

- Templates for **Individual Behaviour Support Plans** (IBSP) are available.
- Typically an **Individual Behaviour Support Plan** should only be developed:
 - if universal and targeted/small group behaviour support strategies are not sufficient to shape and maintain productive student behaviours; **or**
 - as a proactive measure particularly for new students to a school with a history of complex or unproductive behaviours which are frequent and/or intense.
- Key learning issues should be investigated and addressed as a part of the development of an **Individual Behaviour Support Plan**.
- **Individual Behaviour Support Plans** may include the documentation of consequences for unproductive student behaviours, however according to research, using punitive approaches alone in behaviour management are not effective; punishment without the teaching, practise and reinforcement of expected behaviours in the school context has limited long term effect for many students.
- **Individual Behaviour Support Plans** are typically a tertiary or intensive behaviour support which serve as a structured reference for staff and may be used as a learning resource for students.
- **Individual Behaviour Support Plans** may document the behaviours to be demonstrated by staff as a part of positive behaviour support, as well as expected student behaviours.
- Function-based approaches to supporting student behaviour are recommended (these approaches are related to applied behaviour analytic literature).
- **Individual Behaviour Support Plans** should be developed in consultation with the student's teacher(s), specialist school staff, administrators, parents and the student, where possible.
- A **Functional Behaviour Assessment** (FBA) may need to be undertaken in order to inform the development of an **Individual Behaviour Support Plan** and should be completed by the student support team. Schools should build staff capability in the implementation of functional approaches to supporting student behaviour in their school and staff development planning.
- **Individual Behaviour Support Plans** must include a review date at regular intervals to ascertain the effectiveness of the documented strategies and supports (behaviour and learning data is used to inform review).
- The completed **Individual Behaviour Support Plan** must be uploaded as a signed copy into the student's OneSchool *Support* record.

